



INFLUENCE OF EMOTIONAL INTENSITY AND LEADERSHIP TRAITS ON SOCIAL COMPETENCY OF HIGHER SECONDARY TEACHERS

Rev. Fr. K. Selva Rayer¹ | Dr. V. Thamodaran²

¹Research Scholar, Department of Education, Bharathiar University, Coimbatore, Tamilnadu, India.

²Former Principal, V.O.Chidamabram College of Education, Thoothukudi, Tamilnadu, India.

ABSTRACT

The present research work was undertaken to study the influence of emotional intensity and leadership traits on social competency of higher secondary teachers. For this purpose, sample consisting of 650 higher secondary teachers was drawn and descriptive survey method was followed. For the purpose of measuring emotional intensity, leadership trait and social competency of higher secondary teachers, Emotional Intensity Scale, Leadership Trait Scale and Social Competency Scale were constructed and validated by the investigator and guide (2017). The Emotional Intensity Scale (EIS), Leadership Trait Scale (LTS) and Social Competency Scale (SCS) have 40 items, 51 items and 20 items respectively. The results from correlation analysis revealed that there is significant correlation exists between emotional intensity and social competency of higher secondary teachers. And also there is significant correlation exists between leadership traits and social competency of higher secondary teachers. The result from regression analysis revealed that both the variables "Emotional Intensity" and "Leadership trait" are influenced the social competency of higher secondary teachers. But impact of the variable "Emotional Intensity" on "Social Competency" is more.

KEY WORDS: Emotional Intensity, Leadership Traits, Social Competency.

INTRODUCTION

Modern day humans behave much like their ancestors. Although the social environment of western societies has changed dramatically during the last 200 years, the social brain is essentially the same as it was thousands of years ago. Of course, the brain has learned and participated in these social changes, but how it emotionally reacts to them has hardly changed at all. Hurling an insult at someone provokes the same inflamed emotional response today as it did in our ancestors in the cave. Granted, the contemporary legal consequences might discourage a violent reaction in most of us, but the strong emotional feelings still emerge, nonetheless¹. An emotion is part of a greater affective realm, which includes sentiments, moods, affective traits and affective disorders. Instability, great intensity, a partial perspective and relative brevity can be considered as the basic characteristics of typical emotions. One of the typical characteristics of emotions is their relative great intensity. Emotions are intense reactions. In emotions, the mental system has not yet adapted to the given change, and due to its significance, the change requires the mobilization of many resources. No wonder that emotions are associated with urgency and heat. In emotions there is no such thing as a minor concern; if the concern is minor, it is not emotional. A typical characteristic of emotions is their magnifying nature; everything looms larger when we are emotional. Every emotional concern is perceived to be a profound one². The nature and intensity of emotion depend on the relationship between an event and some frame of reference with which the event is compared³. **Emotional intensity:** Emotional intensity refers to variations in the magnitude of emotional responses³. Emotional intensity, a major, lifelong aspect of temperament, is emerging as a fruitful area of research that is yielding rich insights into how people experience themselves and others. Emotional intense people accept responsibility for their actions. They don't look for excuses for their behavior. Even when circumstances or events are difficult, they deal with them without resorting to blaming others. As a teacher they must reduce their emotional intensity. People who feel more deeply and intensely than others are more aware of subtleties; their brain processes information and reflects on it more deeply. **Leadership:** Leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation. The qualities of a person to fill all over knowledge in leading a group or a team and can perform well even in critical situation to bring the output can be called as leadership traits⁶. **Social competency:** Social competency is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings⁴.

METHODOLOGY:

Descriptive method of research was employed for the present study. Out of three variables, emotional intensity and leadership traits were taken as independent variable while social competency was taken as dependent variable. The population for the present study consists of higher secondary teachers in the schools of Thoothukudi District. A sample of 650 higher secondary teachers had been selected from higher secondary schools of 10 Taluks in Thoothukudi District. These teachers had been selected according to simple random sampling method. For the purpose of measuring emotional intensity, leadership trait and social competency of higher secondary teachers, Emotional Intensity Scale, Leadership Trait Scale and Social Competency Scale were constructed and validated by the

investigator and guide (2017). The Emotional Intensity Scale (EIS), Leadership Trait Scale (LTS) and Social Competency Scale (SCS) have 40 items, 51 items and 20 items respectively. The reliability of the Emotional Intensity Scale was found to be 0.81, 0.79 for Leadership Trait Scale and also 0.75 for Social Competency Scale by using Karl Pearson product moment correlation. The relationship between emotional intensity and social competency and leadership traits and social competency were calculated by Pearson's Product Moment Correlation. To determine whether there is any significant influence of emotional intensity and leadership traits on social competency of higher secondary teachers, a regression analysis was performed.

SIGNIFICANCE OF THE STUDY:

Teachers develop different strategies to regulate their emotions in the classroom, including changes in emotional valence, intensity or time course. For teachers, having stable emotional intensity is essential for success. Leadership is an important part of our life and has both social and emotional dimensions. At schools, for instance, teachers have to be in a social interaction that necessitates adaptation to the social environment. Today's school is often a complex social environment of confrontation, miscommunication, manipulation, hostility, and conflict. So much of what takes place in virtually all schools is grounded in the interrelationships of its students, and all teacher relationships have problems. These interactions involve the work that is done, the goals that are set, and the decisions that are made. Hence, it is quite necessary to keep an eagle's eye and gather information about emotional intensity of the teachers and adequate measures must be taken for the improvement of emotional intensity for the development of social competency of teachers. Due to this reason the present study has been taken to study the influence of emotional intensity on social competency of higher secondary teachers. Without effective leadership, teachers of an organization often quickly degenerate into argument and conflict, because they each see things in different ways and lean toward different solutions. And also leadership as a process that places an emphasis on social interaction and relationships. Only the teacher having good kind of leadership traits may emerge as socially skilled teachers. Teachers as effective leaders have the necessary social skills to inspire and impact their students allowing schools to run competently and smoothly. And also as a leader, the teachers may influence, motivate, communicate and energize their students to bring the best from them for betterment of teaching learning process. Leadership Traits play an important and very significant role in developing social competency of teachers. So the researcher felt it worthwhile to study the influence of leadership traits on social competency of higher secondary teachers. Therefore, the investigator thought it valuable to undertake a study on this facet. Hence an attempt has been made in the present study to scrutinize the influence of emotional intensity and leadership traits on social competency of higher secondary teachers.

NULL HYPOTHESES:

- There is no significant relationship between emotional intensity and social competency of higher secondary teachers.
- There is no significant relationship between leadership traits and social competency of higher secondary teachers.

- There is no significant influence of emotional intensity and leadership traits on social competency of higher secondary teachers.

ANALYSIS OF DATA:

Null Hypothesis 1: There is no significant relationship between emotional intensity and social competency of higher secondary teachers.

Table 1: Correlation between emotional intensity and social competency of higher secondary teachers with regard to female

Variable	N	Social Competency	
		r - Value	P - Value
Leadership Traits	650	0.174	0.000** S

****Significant at 1% level**

It is inferred from the above table that the p value is lesser than 0.01 and hence the null hypothesis is accepted. It shows that there is significant correlation exists between emotional intensity and social competency of higher secondary teachers.

Null Hypothesis 2: There is no significant relationship between leadership traits and social competency of higher secondary teachers.

Table 2: Correlation between leadership traits and social competency of higher secondary teachers

Variable	N	Social Competency	
		r - Value	P - Value
Leadership Traits	454	0.111	0.005** S

****Significant at 1% level**

It is inferred from the above table that the p value is lesser than 0.01 and hence the null hypothesis is accepted. It shows that there is significant correlation exists between leadership traits and social competency of higher secondary teachers.

Null Hypothesis 3: There is no significant influence of emotional intensity and leadership traits on social competency of higher secondary teachers.

Table 3: Influence of emotional intensity and leadership traits on social competency of higher secondary teachers

Predictors	B	SE	β	t	Sig.	R	R ²	R ² x 100 (% of Variance)	F	Sig.
Constant	58.929	3.083		19.112	.000					
Emotional Intensity	.118	.028	.164	4.226	.000	0.197	0.039	3.9	13.041	0.000**
Leadership Traits	.009	.004	.093	2.389	.017					

****Significant at 1% level**

From the Table 4.35 it is evident that the index of predictability (R) is 0.197 and the percentage variance accounted by the variables emotional intensity (X1) and leadership traits (X2) in predicting social competency is 3.9%. The obtained 'F' value, 29.32 with degrees of freedom (2, 647) is greater than the table value 3.85 at 0.01 level of significance. This suggests that the predictor variable variables, emotional intensity (X1) and leadership traits (X2) is also significant in predicting social competency (Y). The β coefficients of the variables emotional intensity (X1) and leadership traits (X2) in the development of the regression equation for social competency (Y) is 0.164 and 0.093 respectively. It is evident from the table that emotional intensity is a significant predictor of social competency. The beta value 0.164 denotes that for every unit of social competency, emotional intensity can predict 16.4%. The beta value 0.093 denotes that for every unit of social competency, leadership traits can predict 9.3%. And also the t-values for emotional intensity and leadership traits are 4.226 and 2.389 which indicate that both the variables "Emotional Intensity" and "Leadership trait" are strongly influenced the social competency of higher secondary teachers. The equation for predicting the criterion variable 'Social Competency' (Y) using predictor variables emotional intensity (X1) and leadership traits (X2) can be written as $Y = 58.929 + 0.164X_1 + 0.093X_2$.

FINDINGS OF THE STUDY:

- There is significant correlation exists between emotional intensity and social competency of higher secondary teachers.
- There is significant correlation exists between leadership traits and social competency of higher secondary teachers.
- Both the variables "Emotional Intensity" and "Leadership trait" are influenced the social competency of higher secondary teachers. But impact of the variable "Emotional Intensity" on "Social Competency" is more.

CONCLUSION:

The results from correlation analysis revealed that there is significant correlation exists between emotional intensity and social competency of higher secondary teachers. The reason may be that the teachers learn to retort emotionally, yet concurrently and purposefully apply their knowledge about emotions and their expression to relationships with their students and with their peers, so that they can negotiate interpersonal exchanges and normalize their own emotional experience. For that emotional intensity of teachers is must. Teachers' use of this developing emotional intensity within social processes in schools contributes to success in interacting with their students and with their peers. In turn, successful relationship with them is a foundation for the development of social competency. This study provides clear evidence that leadership traits and social competency of higher secondary teachers is positively correlated. It clearly indicates that social competency is critically important for effective leadership. Because social competence is the ability to handle social interactions effectively. And also social competence refers to getting along fit with others, being able to form and keep up close rapport, and responding in adaptive ways in social settings. So the social competence is one of the most important competences required for triumphant performance of the teaching profession by teachers. The teachers who are having

good leadership traits are know how to build rapport quickly and effectively, to develop good, strong relationships with others, whether peers or students. So the study conveys that the teachers who are having more social competency may exhibit good kind of leadership traits at social settings. And also the investigator found that both the variables "Emotional Intensity" and "Leadership trait" are strongly influenced the social competency of higher secondary teachers. But the variable "Social Competency" is strongly inclined by the variable "Emotional Intensity" of higher secondary teachers. The reason may be that emotions are an integral part of "classroom life" and are experienced in teacher-student interactions quite often. When the teachers and students from the different cultures have a different appraisal of a classroom event, they will experience different emotions. Emotions influence teacher-student interactions and shape the classroom atmosphere (Meyer & Turner, 2007). Teachers' effective emotional skills may contribute to their good relationships with students. Emotional experience and expression are very important for the quality of the entire educational process in the classroom, quality of teacher – pupil interactions, and the classroom atmosphere. Emotionally intense teachers may have a capacity for compassion, empathy, and sensitivity in relationships, they show strong emotional attachments to people, places, and things. So they may strategically apply their knowledge about emotions and their expression to relationships with others, so that they can negotiate interpersonal exchanges and regulate their emotional experiences.

REFERENCES:

- Frijda, Nico. (2013). The Laws of Emotion. East Sussex: Routledge Francis and Taylor Group.
- Goldie, Peter. (2010). The Oxford Handbook of Philosophy of Emotion. New York: Oxford University Press.
- Nobuhiko Goto & Alexandre Schaefer. (2017). Emotional Intensity. Encyclopedia of Personality and Individual Differences.
- Pamela Orpinas. (2010). Emotional Intensity. Research Gate. DOI: 10.1002/9780470479216.corpsy0887
- Sousa, David. (2008). How the brain influences behaviour: Management Strategies for every classroom. New Delhi: Sage India Private Limited.
- <https://www.cleverism.com/leadership-101-definition-traits-styles/>